

Breaking Gender Barriers in Kenya

**Discussion Guide for Supporters
and Actors of Gender Equity
(SAGE) Groups**

September 2010

Acknowledgments

PATH is an international nonprofit organization that transforms global health through innovation. We take an entrepreneurial approach to developing and delivering high-impact, low-cost solutions, from lifesaving vaccines and devices to collaborative programs with communities. Through our work in more than 70 countries, PATH and our partners empower people to achieve their full potential.

The Breaking Gender Barriers in Kenya project builds on and adapts work previously done by Instituto Promundo's Program H and EngenderHealth's Men as Partners project. Many sections and activities were adopted or adapted from the 2007 draft of The ACQUIRE Project/EndgenderHealth and Promundo's publication: *Engaging Boys and Men in Gender Transformation: The Group Education Manual*, New York, NY; 2008.

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Introduction to the Guide

Gender norms and societal expectations for boys and girls have a strong influence on sexual behaviours and young people's risk of HIV infection. In Kenya, gender norms and stereotypes often encourage adolescents to engage in risky behaviours—such as sexual activity for boys at an early age or early marriage of girls—that can facilitate increased vulnerability to sexual violence, teenage pregnancy, and sexually transmitted infections (STIs), including HIV, among both young people and adults.¹ Girls are especially affected by inequitable gender and cultural norms, which can impact their education and employment opportunities, lead to disempowerment, and put them at risk of violence.² Evidence shows that community-based group interventions addressing inequitable gender norms can successfully shift young men's attitudes toward more positive gender roles, lead to healthier relationships, and have positive outcomes for both young men and women.³

Within the Scouting for Solutions (SfS) project in Kenya, PATH facilitators have noted that even among the adult role models, such as scout leaders, inequitable gender norms persist. As a result, experiences on the SfS project have led to recommendations for programming to engage adults in healthy dialogue on gender issues. By creating opportunities for important and influential adults in the scouts' lives to also discuss and critically think about gender norms, PATH hopes to strengthen programming to change the social norms that put young people, particularly girls, at risk.

The **Breaking Gender Barriers** project reaches scouts, scout leaders, and other adults/community members with relevant information, guidance, and interactive discussions to encourage critical thinking on a range of topics relating to gender, communication, life skills, and HIV/AIDS. The project, funded by the Nike Foundation, aims to change unhealthy gender norms and related behaviours to enable girls to achieve their full potential in life.

Working in partnership with the Kenya Scouts Association, PATH is using existing networks of scout leaders, scouts, and community groups in target communities to address gender norms through a combination of dialogue groups (groups of adult stakeholders in communities that come together to discuss critical gender issues), scouting activities, and theater. The activities are intended to help change negative gender attitudes and behaviours. The interventions with boys, girls, scout leaders, and community members encourage participants to reframe their notions of masculinity, reshape their attitudes about violence, and become role models to help build positive social norms for healthy relationships in their communities.

How to use this discussion guide

This guide should be used by trained facilitators. It provides gender-related discussion topics for community groups through Supporters and Advocates for Gender Equity (SAGE) teams. Discussing the topics in this guide is intended to contribute to changing unhealthy gender norms to create a supportive environment for girls to realize their full potential in life. Through regular and continuous discussions, influential community members will increase access to factual information and hopefully help to dispel myths and rumors and ultimately change attitudes and behaviours associated with inequitable gender norms in their communities.

SAGE Team Discussion Guide

The purpose of a SAGE team discussion session is to provide a place where members can talk openly about issues related to gender, health, and relationships. This guide focuses on gender topics and other issues that influence gender relations in families and communities, including values, communication skills, and respect for human rights.

This guide contains topics and accompanying notes for use by team leaders as the SAGE teams engage in discussions about gender issues. The guide uses participatory approaches, such as drama, role playing, and games, to ensure active engagement during discussion sessions. During the discussion sessions, be sure to build on the knowledge and experience of SAGE team members. You may call upon team members to provide case studies, lead a discussion on a particular issue or topic, or make presentations based on experience.

This guide can also be used as a reference for team leaders to learn more about the topics. The information in this guide can be shared widely. Also, feel free to talk with project staff if you have questions or need more information about the topics in the guide.

The guide includes six modules. You may be able to cover some modules during one group meeting; others may be divided over the course of several meetings. SAGE team leaders can decide how much information they want to cover during one meeting. It is normal for some topics to generate more discussion than others. Each SAGE team can do things in their own way and on their own schedule so long as the topics are covered.

1. PATH. *Research on Adolescent Health in Kenya and Uganda*. Seattle, WA: PATH; 2006.
2. PATH. *Breaking Gender Barriers: Changing Gender Norms of Boys and Men via a 'Merit-Based' Program Model*. Seattle, WA: PATH; 2007.
3. Pulerwitz J, Baker G. Measuring attitudes toward gender norms among young men in Brazil. *Men and Masculinities*. 2008;10(3):322–338.

Module 1: Introduction

The SAGE team leader can use the first meeting to get to know team members better. It is a chance for the leader to identify what the team hopes to learn by participating in the group. This first meeting can also be used to discover which topics team members are most interested in to help the leader create a schedule of topics for the first several meetings.

Topics	Learning Objectives	Time
1.1 SAGE team member introductions and expectations	To create an informal discussion atmosphere for effective communication and interaction	30 minutes
1.2 Pre-test oral exercise	To begin to explore the group's understanding of gender issues in the community	40 minutes
1.3 Community treasure hunt	To create a team atmosphere and develop a list of community resources	60 minutes

1.1 SAGE Team Member Introductions and Expectations

Objectives

- To create an informal atmosphere for the discussions
- To learn what SAGE team members expect from dialogue group participation
- To develop group norms and commitments to guide the SAGE team over time

Materials

Flip chart/blackboard
Markers/chalk

Time

30 minutes

Method

1. Ask everyone to sit in a circle.
2. Introduce yourself and explain why you wanted to be a SAGE team leader. Share your hopes for this group.

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3. Ask each person to say their name and what they hope to gain from participating in this SAGE team. On the flip chart or blackboard, write these hopes as they mention them and use them for evaluation at the end of the discussion.
4. After everyone has shared their hopes for the group, talk with them about whether their hopes are realistic. If it will not be possible to talk about a topic mentioned by someone, explain why. Share the topics from this guide with group members so you can all decide which topics you will talk about during the first six meetings.
5. Ask SAGE members to suggest and agree on rules for the team. For example, to ensure confidentiality, no one will identify specific people's comments or ideas when talking with those outside the group about issues. Once all the suggestions are made, ask if everyone agrees with the rules. Write the rules on a piece of paper and remind SAGE members of them as needed. Also talk about attendance, reminding team members how often you meet and that you hope they will commit to attending and participating. If the SAGE team leader used a flip chart, remove the sheets and save for later reference.

Example of SAGE ground rules or norms

- Confidentiality
- Respect each other's opinions
- Develop trust/group bonding
- Volunteer yourself
- Deal with issues directly rather than speaking behind someone's back
- Cooperation
- No judging
- No dominance
- Switch off mobile phones
- No meeting within meetings

1.2 Pre-test Oral Exercise

Objectives

- To continue to create a positive atmosphere for discussion, critical thinking, and questioning
- To begin to explore the group's understanding of gender issues in the community

Materials

Flip chart/blackboard
Markers/chalk

Time

40 minutes

Method

1. Explain to team members that this is not an exam where they would be awarded marks. The oral pre-test will be used only to guide SAGE team leaders on gender issues that require emphasis.
2. Read each question aloud and ask for a few volunteers to answer. If you need to encourage wider participation, select team members to answer, or go around the room and ask the next three people to respond to the question.
3. Take note of the responses; the answers produced will bring out the critical areas to address.

Sample oral pre-test questionnaire

1. Have you heard the name "Breaking Gender Barriers Project funded by NIKE Foundation" before?
2. What is the "Breaking Gender Barriers Project" all about?
3. How many of you have children?
4. How many of you have both boys and girls as children in your families?
5. In our community/families, are boys and girls treated the same way?
6. How many of us treat both boys and girls in our family the same way?
7. If treated differently, why are girls and boys treated differently?
8. How many of us here would wish to treat all children (boys and girls) the same way?
9. How many of you would like to have only boys as children in your families?
10. How many of you would like to have only girls as children in your families?
11. How many would like to have both boys and girls as children in your families?
12. Can boys and girls do the same jobs at home, in school, and in the community?
13. In your opinion, do you think the girl-child is treated well at family, school, and community levels?
14. If not, what can men do to improve the treatment given to girls in the family, school, and community?

1.3 Community Treasure Hunt

Objectives

- To provide a forum for team building among SAGE team members as a basis for later discussions on sensitive topics
- To compile an inventory of available community resources

Materials

Flip chart/blackboard
Markers/chalk

Time

60 minutes

Method

This is a fun game that you can play over a few hours or over several months. It can be done with your SAGE team members or with several teams, or even large numbers of community members. To collect “treasures,” SAGE team members go around their community to gather information, signatures, and other items and consequently learn about useful resources in their community.

1. Ask SAGE members to name places, people, and services in the community that are helpful to both boys and girls. They may name specific places or types of places. Write the list on flip chart paper. Examples include: health clinic, recreation hall/centre, sexual violence rescue centre, police station, pharmacy/chemist kiosk, library, school, social service centre, parks, playing fields, natural attractions (beach, lake, forest), businesses and restaurants (with an emphasis on healthy foods, good value), newspapers, video-dens, and notice boards.
2. Ask SAGE team members to list unhealthy places, such as high crime areas, beaches and bars where older people sexually prey on youth or where drugs are used, or places where fights break out.
3. Next, break the SAGE team into small groups and divide the list of helpful places among the groups. The groups should develop a list of questions about each resource such as: how to get there, what is the cost, what services are available, how to make appointments, hours, safety concerns, supplies, and other things to know (reproductive health rights, which doctor is the friendliest).
4. Each SAGE team member then writes down the list of community resources and the questions to be answered about each one.
5. Instruct team members to visit each helpful place and find answers to the list of questions related to that place. Team members are required to get proof that they visited the place. They can ask for signatures or stamps from representatives, take a brochure, make a drawing, or write a few paragraphs to describe the place.

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6. Announce the amount of time teams have to complete their lists—anywhere from a few hours to a few weeks, depending on the size and scale of the list and the community.
7. At the end of the designated amount of time, allow all the small groups to present the information they learned. The group that visited the most places wins. Lead discussions about the different community resources and give team members a chance to share their findings.
8. Use the information that teams have collected to create a booklet or posters that can be shared with more people in the community.

Module 2: Values

Topics	Learning Objectives	Time
2.1 Introduction to values	To explore understanding of values	50 minutes
2.2 Values clarification	To appreciate that different people have different values and there is richness in diversity	40 minutes

2.1 Introduction to Values

Objective

To explore understanding of values

Materials

Flip chart/blackboard
Markers/chalk

Time

50 minutes

Method

1. Facilitate a discussion by asking team members the following questions, allowing time for reflection and discussion after each.
 - What are values?
 - Where do you think we get our values?
 - What is one example of a value your family feels is very important?
 - Which of your values come from your cultural beliefs?
 - What is a national value that may be less important in other countries?
 - Can you think of a value someone else has that you do not share? What is it?
 - What are your values?
2. After about 40 minutes of discussion, the SAGE team leader should tell members that values can be said to be:
 - Things we believe in and are willing to stand up for.
 - Beliefs, principles, or ideas that are important to us.
 - Beliefs, ideas, and rules that guide our behaviour and lives.

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- Things we support or are against (for example, *I value a girl's right to go to school* or *I value my decision to wait until I complete school and get married to have sex*).
- Chosen freely, but often are influenced by our families, upbringing, religious teachings, culture, friends, or the media.

2.2 Values Clarification

Objective

To appreciate that different people have different values and there is richness in diversity

Materials

Flip chart/blackboard

Markers/chalk

Time

40 minutes

Method

1. Tell SAGE team members that they are expected to vote with their feet; they will “take a stand and be counted” on different issues. After you read a statement, ask members to move to their preferred sides in the meeting space to show whether they agree or disagree with the statement.
2. Read a statement aloud and ask team members to go stand to the right side of the space if they agree and to the left side if they disagree. Remind SAGE team members that these are merely opinions; there are no right or wrong answers. After each statement, ask several people from each side to explain why they agree or disagree. If all or a majority of participants take a seemingly non-equitable stand, ask critical questions to help participants think of other views on the topic.
3. After each statement and discussion, ask team members to come back to the middle. Read the next statement.

Sample statements

(You could also start the session by asking the members to each write one statement on a piece of paper and collect them and read those out. Ten to fifteen statements are enough.)

- Boys should be allowed to have premarital sex but girls should not.
- A man loves his wife if he uses a condom with his girlfriend.
- A prostitute who gets AIDS deserves it.
- Only promiscuous (immoral) girls buy condoms.
- If a wife does something wrong, like burn the food for dinner, it is ok for her husband to hit her, once in a while.
- Girls who wear short skirts are asking to be raped.
- Being faithful to one partner is easier for girls than boys.
- If you have both a boy-child and a girl-child in school, and you are unable to raise school fees for both of them, you should continue paying for the boy and have the girl wait until you get money to support her to go back to school.
- It is ok for a boy/man to have sex with a girl/woman even against her wishes.
- It is good for men to make decisions without involving women.
- It is ok for men to make all community decisions.

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- It is ok for women to make all decisions in the home.
 - It is ok for a man to have sex outside marriage once in a while.
 - It is ok for a woman to have sex outside marriage once in a while.
 - It is ok for a wife to adopt the husband's name.
4. After all of the statements have been read and discussed, facilitate a discussion among SAGE team members using the following questions:
- What values did you think about when you were voting on different statements?
 - Were there any statements that you felt very strongly about (either in agreement or disagreement)?
 - How do our values influence our thoughts and feelings?
 - Did you find that any of your opinions changed after listening to another point of view?

Module 3: Gender

Topics	Learning Objectives	Time
3.1 Gender game	To gain an understanding of gender	40 minutes
3.2 Gender discussion	To differentiate between concepts of “gender” and “sex” To explore social and cultural expectations for males and females, based on sex and on gender To reinforce the meaning of gender	60 minutes
3.3 Gender case studies	To explore expectations for males and females in this community	45 minutes

3.1 Gender Game

Objective

To gain an understanding of the concept of gender

Materials

Flip chart/blackboard
Markers/chalk
Masking tape

Time

40 minutes

Method

1. The SAGE team leader should explain to the group that an alien landed in their village. It came to learn about Earth’s people. It was confused, because it had heard that there were men and women on Earth, but it was not able to tell the difference.
2. Ask the group to list all of the things that men and women have in common and why the alien could be confused.
3. Ask the group to list all of the differences between men and women. Draw a line down the middle of a large piece of paper or a blackboard. On the right side, write the word “man,” and on the other side, the word “woman.” Write all the ideas given by the group members.
4. When the list is finished, tell them that the alien wants to know which of the ideas will not change through time, space, or place. Underline all ideas that apply.

5. Use the differences that are underlined to define the word “sex,” looking at physical and biological differences between males and females as those things that do not change through time, space, or place.

Then define “gender” as the ideas and expectations people have about men and women that are influenced by culture.

6. Lead a talk by asking SAGE team members to answer these questions:
 - What items on our gender list do you think are different in other cultures?
 - Was there anything on the list that you were surprised was a part of culture, not nature?
 - Which gender differences are the most harmful to women? To men?
 - Which gender differences are harmless?
 - If you could change one gender difference, what would it be, and why?
 - How could you change people’s beliefs about gender? For example, if a father believes his daughter should not go to school because girls should work at home, what would you say to him?
 - What can you do to change gender roles in your family? In your school? In your community?

3.2 Gender Discussion

Objectives

- To differentiate between concepts of “gender” and “sex”
- To explore social and cultural expectations for males and females, based on sex and on gender
- To reinforce the meaning of gender

Materials

Flip chart/blackboard
Markers/chalk
Masking tape

Time

60 minutes

Method

1. Write “sex” on the left side of the flip chart/blackboard and “gender” on the right.
2. Ask participants to explain the meaning of these two words. Write their responses under the appropriate heading.
3. Ask what the two words mean in the participants’ mother tongues. Are there separate words that specifically mean sex and gender in the local language?
4. Explain the definitions of sex and gender, using the reference notes below.
5. On another blank sheet, write “social/cultural expectations” and divide the sheet/blackboard into two columns: one for men/boys and one for women/girls.
6. Ask SAGE team members to tell you some social/cultural expectations for men and boys in their society. Repeat this question for women and girls.
7. Use the following questions to facilitate a discussion.
 - What are things that only men are expected to do? Why don’t women do them? Are they not able to? Could they do them if they wanted to?
 - What are things that only women are expected to do? Why don’t men do them? Are they not able to? Could they do them if they wanted to?
 - How would you define gender?
 - What do we mean by gender roles? What are some examples?
 - How do gender roles affect your life in a good way?
 - How do gender roles affect your life in a bad way?
8. After discussing all of the questions, share the information from the reference notes below.

Reference notes:

Gender vs. sex

Each person is usually born with a girl's body or a boy's body. These differences determine a person's sex. Sex is the word to describe a person as male or female.

The following things determine whether a person is male or female:

- Type of sex organs (penis, testicles, vagina, and womb).
- Type of hormones in the body.
- Ability to produce sperm or eggs.
- Ability to give birth and breastfeed children.

Gender is not the same as sex. Gender is the ideas and expectations people have about men and women. These include ideas about what is considered feminine (characteristics associated with women) and masculine (characteristics associated with men) and how men and women should behave. A person's gender is complicated, and is made up of roles, rights, duties, appearance, speech, movement, and more. Ideas about gender are learned from family, friends, teachers, scouts, religious leaders, advertisements, the media, and community leaders.

Gender roles/norms

Gender roles are the kinds of activities that a community considers appropriate for people because of their sex. Each community expects women and men to think, feel, and act in a certain way, simply because they are women or men. In most communities, for example, women are expected to prepare food, fetch water and fuel, and care for their children and husband. Men are often expected to work outside the home to provide for their families and parents in old age, and to protect their families from harm.

Gender norms, or views about gender roles, can make us feel like we have to act a certain way or do certain things because of our sex. Gender norms are not necessarily correct; girls can do things often considered as boys' activities, and boys can do things considered to be girls' activities. Gender roles are always changing. We do not need to abide by traditional gender roles. People can do what they want to do and be who they want to be.

Gender norms are passed down from parents to children, as well as learned from other family and community members. From the time we are very young, parents treat girls and boys differently—sometimes without even knowing it. As we grow up, we often accept our assigned roles because we want to please our parents and community. Gender roles can help us know who we are and what is expected of us, but they can also limit the choices we have and activities we can participate in. These limitations can make people feel bad or unimportant.

3.3 Gender Case Studies

Objectives

- To explore social and cultural expectations for males and females, based on sex and on gender
- To discuss ideas for how some of these expectations could be changed or challenged in the community

Materials

Sheets of paper or cards with the stories below written or printed on them

Time

45 minutes

Method

1. Have SAGE team members take turns reading the stories below.
2. After each story is read, facilitate a discussion about what the story's character should do. Allow several team members to share their ideas about how to solve the problem before having the next story read. Be sure that after group members share their ideas, the group comes to agreement on good advice—that is, advice that realistically challenges gender roles.
 - a. Aisha has been offered a place at the polytechnic to study masonry. She is the only girl in the class, and the boys are always teasing her about a girl trying to do a man's job. When she scored higher than the boys in the exams, the boys stopped talking to her. She is feeling sad because she has no friends in the class. What should Aisha do?
 - b. Juma wants to make a doll for his younger brother, but his friend Yusuf says "No way!" Juma explains that dolls help teach boys to take care of someone, but Yusuf argues that they just teach boys to be cowards. Juma knows he is right but he's worried about what Yusuf might say to their friends. What should Juma do?
 - c. Bahati has been Sophia's boyfriend for six months. Both just finished Form 4, and they will be going to university in different parts of the country. Bahati has told Sophia that he wants to show her how much he loves her before they part. Sophia has heard about the importance of safe sex. She asks her friend Mariam to go with her to the chemist to buy some condoms. Mariam tells her that girls shouldn't buy condoms; it's the boy's duty. What should Sophia do?

Module 4: Sexuality

Topics	Learning Objectives	Time
4.1 Introduction to sexuality	To explore member's level of knowledge on sexuality issues	60 minutes
4.2 Understanding sexuality	To discuss human sexuality in a holistic way	60 minutes
4.3 The erotic body	To reflect on how men and women experience sexual desire, excitement, and orgasm and the different messages they receive from society about sexuality and eroticism	60 minutes
4.4 Messages about sexuality	To reflect on the different messages that men and women receive about sex and sexuality and how these messages influence personal values and behaviours	60 minutes
4.5 Want...don't want... want...don't want	To discuss a variety of reasons why individuals choose to have or not have sex To discuss challenges and strategies related to negotiating abstinence or sex in intimate relationships	1 hour 30 minutes

4.1 Introduction to Sexuality

Objective

To explore team members' level of knowledge on sexuality issues

Materials

Flip chart/blackboard
Markers/chalk
Masking tape
Prepared flip chart with group work questions
Copies of Handout A: Sexuality

Time

60 minutes

Method

1. Write the words “SEX” and “SEXUALITY” on the blackboard or flip chart paper.
2. Ask the team members to say what they understand the words to mean, and write the responses under the respective words.
3. Use the reference notes below to raise some discussion points and bring in ideas during the discussion.
4. Divide team members into same-sex groups and provide each group with a piece of flip chart paper or a section of the blackboard to write their key discussion points. Refer to your prepared flip chart paper and ask each group to discuss the following questions and complete the table (prepare the questions and table on flip chart paper prior to beginning the session).

Group instructions

Discuss the following questions in your groups:

- What are the messages that I learnt about sex whilst growing up?
- Who were the people and influences that taught me the different messages?
- What impact or effect have these messages had on my values and attitude toward sex and life in general?
- If I were to teach children, what would I change about these messages? How would I make the messages more suitable to youth today?

Record the key points of your discussion by completing a table such as this one:

Message taught (write at least three key messages that you received as a child):	New message (write each message as you would give it to a child today):
1.	1.
2.	2.
3.	3.

5. When the groups are finished, bring them back together and let each group take turns sharing their discussion.
6. After the groups have presented, share Handout A with team members. Using the handout, summarize and review sexuality and related issues with team members.

Reference notes:

Sex and sexuality. Most people think of “sex” and “sexuality” as sexual intercourse and other physical sexual activity. **Sex refers to whether a person is male or female.** A person’s sex often means her or his reproductive system and genitalia, as well as how the person outwardly expresses her or his sex through gender roles and behaviour as a male or a female. Sex is an important part of sexuality.

Sexuality is much more than sexual feelings or sexual intercourse. It includes being aware of oneself as a sexual being, having sex appeal, and being sexy in the way a person behaves, dresses, and communicates. It is an important part of who a person is and what she or he will become. It includes feelings, thoughts, and behaviours of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity. A person’s sexuality is shaped by the values and teachings that the person learns as a child and young person, as well as other influences such as media and society.

Handout A: Sexuality

Sexuality includes our thoughts and feelings about sex, feeling attractive, being in love, our religious and cultural views on sexual activity, feelings about developmental body changes for adolescent boys and girls, sexual dreams, crushes, hugging, kissing, touching, how we define what is male or female, how we love, and being physically close in various ways. Just as our personalities are made up of many things, sexuality is made up of many things. Our culture, traditional beliefs, and gender roles play an important part in defining what we consider to be normal sexual feelings and normal behaviour for men and women in the community.

Sex

Sex is a word used to describe whether a person is male or female, but sex is also used to talk about sexual intercourse. Sexual intercourse can put people at risk of contracting HIV and other sexually transmitted infections. Sexual intercourse puts a girl at risk of getting pregnant. Sex is both emotional and physical. In addition to physical risks, there are emotional risks. Sex is attached to many emotions, and after sex people can feel disappointed. It is important to note that sex should be between two people who respect and care for each other. Sex is an emotional act. Sex should not be used as a reward or to get something from someone. Sex should be agreed on by both people. If one person says no or stop, then it should stop. No one should be forced to have sex.

Sexual health

There are things boys and girls can do to be sexually healthy. They can learn as much as possible about sex and reproduction. Most importantly, we can allow boys and girls to take time to think about choices related to sexual activity. One of such choices may include saying no to sex.

Most boys and girls feel shy or even embarrassed about some aspects of sexuality and may not want to ask questions or talk about changes in their bodies. It is important to know that these feelings are completely normal. Many young people also feel guilty, ashamed, or bad about their sexuality. Sometimes it is hard to remain sexually healthy. Boys and girls are rarely taught in school or at home what this means. Most young people get their information from friends, older brothers or sisters, music, and magazines, which can be incorrect and confusing. As adults, we can be supportive of young people during adolescence and can offer young people opportunities to ask questions without judgment or scolding.

Sexual identity

Sexual identity is one's understanding of who she or he is sexually. It has four aspects:

- Gender identity – am I male or female?
- Gender roles – what a man or woman is expected to do by society because of their sex
- Sexual orientation – who am I attracted to sexually? (heterosexual, homosexual)
- Sexual preferences – what are my sexual limits? Monogamy? Bigamy? Polygamy?

Sexualization

Sexualization is using sex or sexuality to influence, manipulate, or control other people. Behaviours include offering or accepting money for sex, giving grades to students in

exchange for sexual favours, sexual harassment, sexual abuse, rape, or withholding sex from a partner to “punish” or to get something you want.

Setting limits

Some people think sex is a powerful and uncontrollable force that just happens, like lightning, but having sex is a choice. When people have sex it is not nature overcoming them; they are making a decision. We have control over our bodies. People make many decisions about sex: When? With whom? Why? Where? How often? With a condom? Without a condom? Having sex is a big decision. It is important to make sure it is one’s own decision.

Most boys and girls are not adequately prepared or fully ready to handle responsibilities associated with sex. If a boy or girl is not prepared to deal with the consequences of having sex, then he/she should not have sex. It is important for boys and girls to remember that each one of them is the one responsible for decisions he/she makes, especially about sex and sexual intercourse. It is up to us, as parents and SAGE team members, to help our boys and girls protect their bodies and make choices that help them to stay healthy.

Deciding to have sex

Deciding when it is the right time for boys and girls to have sex is one of the most important decisions each will make in life. Each person must use his or her own judgment and decide when it is the right time and who is the right person. Knowing when it is the right time is something that only two partners can decide together.

Many personal and moral questions are involved with this decision. If a young person comes to you asking questions about having sex or feels she/he may be ready for sex, you can help them think through their decision with the following questions:

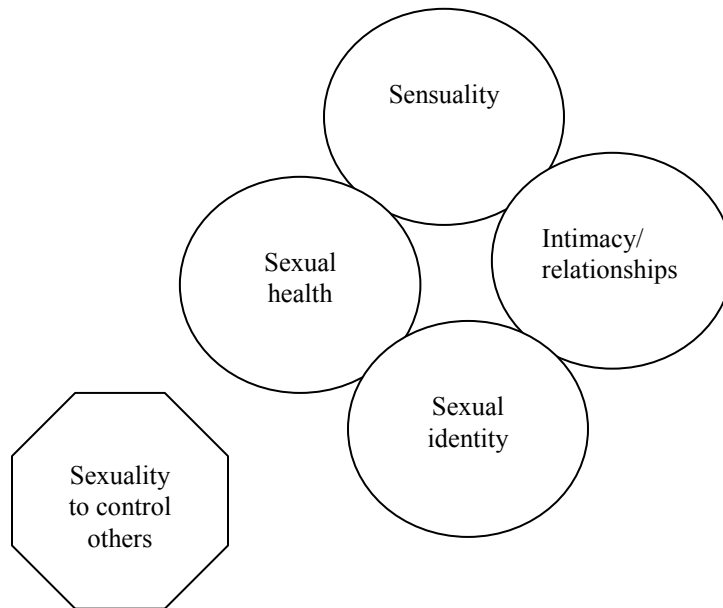
- Are you both committed to each other and willing to do what is best for the other?
- Are you both ready to take responsibility for any consequences of having sex, including emotional consequences?
- How does this decision correspond to the values you each have or were raised with in your family and community?

If a young person is not sure, it means they are not ready to have sex. Many people look back and regret the decision to have sex early. You may also want to remind the young person that sex involves many emotions for both boys and girls (partners) as well as several health risks, such as contracting HIV and other sexually transmitted infections, and pregnancy. A girl will be safest if the male uses protection each and every time, and the female uses a second reliable method of birth control.

customs, and meanings to sexuality that move beyond solely procreation. Sexuality also includes how we feel about our bodies, how we give and receive pleasure, and how we express romantic feelings, among other things. Unfortunately, in many cultures, men and women receive different messages about sexuality. Men's sexuality is seen as impulsive and uncontrollable while women's sexuality is seen as passive and controllable. These contrasting messages often have negative implications for how men and women relate to each other in intimate and sexual relationships. It is therefore important that both men and women have opportunities where they can feel comfortable talking about sexuality and develop skills to communicate about sexuality with partners.

2. Explain that there are many long and complicated definitions of sexuality, but they are often confusing. Instead, we can simplify this by thinking of the definition of sexuality as comprising several circles.

The Five Circles of Sexuality



3. Show participants the flip chart sheet previously prepared with the circles of sexuality (as shown above). Each circle represents one of the elements of sexuality. When all of the circles are placed together, they encompass the total definition of sexuality. Explain that one of the shapes is different and is not linked to the others (“sexuality to control others”) because that is a negative element of sexuality that is, unfortunately, present in many situations.
4. Divide the participants into four groups. Explain that each group will take on a circle of sexuality and explore what they think it means (the “sexual identity” circle will be explained by the facilitator). Assign a circle to each group and ask them to describe what the circle entails using flip chart paper and markers. Pass out Handout B: Definitions and

Questions for Small Group Discussions About Sexuality, and ask participants to refer to the guiding questions related to their assigned circle.

5. Ask each group to present their four circles. You should present/explain the “sexual identity” circle. Once each circle has been presented, pass out Handout C: Definitions of Circles of Sexuality. Together with the participants, review Handout C, making sure the key points of each circle are covered.
6. Conclude the activity with the following discussion questions:
 - Is it easy to talk about sexuality? Why or why not?
 - Are the challenges of talking about sexuality different for men and women? Why?
 - What makes it hard for men to talk about this? What makes it hard for women?
 - What would make it easier for men and women to talk about sexuality?
 - Where is “sexual intercourse” included within the definition of sexuality? Does the term play a large or small role in the definition of sexuality?
 - What are some similarities in how men and women experience sexuality? What are some differences? Why do you think these differences exist?
 - What have you learned from this exercise?
 - How can you apply this in your own lives and relationships?

Handout B: Definitions and Questions for Small Group Discussions About Sexuality

Sensuality – Sensuality is how our bodies get and give pleasure.

What senses do our bodies use to get and give pleasure?

What types of activities involve pleasure?

Intimacy/relationships – Intimacy is the part of sexuality that deals with relationships.

What is needed for a healthy relationship?

Where do we learn how to love and care for a person?

Sexual health – Sexual health involves our behaviour related to producing children, enjoying sexual behaviours, and maintaining our sexual and reproductive organs.

What sexual health issues do men face?

What sexual health issues do women face?

What sexual health issues do adolescents face?

Sexuality to control others – Unfortunately, many people use sexuality to violate someone else or get something from another person.

How do people try to use sex to control other people?

How do the media try to use sex to control others?

Handout C: Definitions of Circles of Sexuality

Sensuality

Sensuality describes how our bodies derive pleasure. Any of our five senses—touch, sight, hearing, smell, and taste—when enjoyed, can be sensual. Our body image is part of our sensuality. Whether we feel attractive and proud of our bodies influences many aspects of our lives. Fantasy is also part of sensuality. Our brain gives us the capacity to fantasize about sexual behaviours and experiences without having to act upon them.

Intimacy/relationships

Intimacy and relationships refer to our ability to love, trust, and care for others. We learn about intimacy from relationships around us, particularly from those within our families. Emotional risk-taking is part of intimacy. In order to experience true intimacy with others, a person must open up and share feelings and personal information. We take a risk of having our feelings hurt when we do this, but true intimacy is not possible otherwise.

Sexual identity

Each person has his or her own personal sexual identity. It includes four elements:

- Biological sex: based on our physical status of being either male or female.
- Gender identity: based on how we feel about being male or female. Gender identity starts to form around age two, when a little boy or girl realizes that he or she is different from the opposite sex.
- Gender roles: society's expectations based on our biological sex.
- Sexual orientation: the biological sex that we are romantically attracted to. Our orientation can be heterosexual (attracted to the opposite sex), bisexual (attracted to both sexes), or homosexual (attracted to the same sex).

Sexual health

Sexual health involves our behaviour related to producing children, enjoying sexual activities, and maintaining our sexual and reproductive organs. Issues such as sexual intercourse, pregnancy, and sexually transmitted infections (STIs) are all part of our sexual health.

Sexuality to control others

In the diagram, this aspect is “disconnected” from the other aspects of sexuality. That is because this element is not a healthy one. It involves the use of sex to violate someone's rights or get something from another person. Rape is a clear example of sex being used to control somebody else. Sexual abuse and forced prostitution are others. Even advertising often sends messages of sex in order to get people to buy products.

4.3 The Erotic Body²

Objective

To reflect on how men and women experience sexual desire, excitement, and orgasm and the different messages they receive from society about sexuality and eroticism

Time

60 minutes

Materials

Magazines and newspapers
Scissors
Paper
Glue

Note for facilitator

It is important that this activity be carried out in the most open and informal way possible. It is ok if the participants laugh or joke about these issues. In fact, joking is one of the ways people use to “defend” themselves or express anxiety, particularly when faced with new information.

Method

1. Distribute a sheet of paper to each participant and lay out some magazines, glue, and scissors in the middle of the room.
2. Explain that each participant should produce a collage of the “male erotic body” using pictures, words, and other images cut out from the magazines and newspapers.
3. Allow the participants 10 minutes to look through the magazines and newspapers and produce their collages.
4. Distribute a second sheet of paper to each participant and ask them to produce collages about the “female erotic body.”
5. Allow participants 10 minutes to produce the second collage.
6. Invite participants to volunteer to present and discuss their collage.
7. Use the questions below to facilitate a discussion:
 - How was the male erotic body depicted in the collages?
 - How was the female erotic body depicted in the collages?
 - What were the similarities between the collages of the male and female erotic bodies?
 - What were the differences between the collages of the male and female erotic bodies?

² Adapted from *Draft: Group Education Manual*, ACQUIRE Project/EngenderHealth and Promundo, June 2007

- How do you think these differences are linked to the way men and women are raised?
- What is sexual desire? (probe to include both physical and psychological factors)
- Do both men and women feel sexual desire? Are there any differences in how they feel sexual desire? (if it doesn't come up in discussion, note that every part of the human body can produce pleasure when touched but, generally speaking, people have certain areas that are more sensitive than others)
- Do all men feel sexual desire in the same way? Do all women experience sexual desire in the same way?
- How do we know when a man is excited? And a woman?
- How can sexual desire influence decisions and behaviours related to HIV/AIDS prevention?
- What have you learned from this exercise?
- How can you apply this in your own lives and relationships?

4.4 Messages About Sexuality³

Objective

To reflect on the different messages that men and women receive about sex and sexuality and how these messages influence personal values and behaviours

Time

60 minutes

Materials

Flip chart paper and markers

Copies of Handout D: Skit Ideas

Method

1. Divide participants into four groups. Explain that each group will be assigned a different institution or population and asked to consider the messages about sexuality that this institution or population sends to both men and women.
2. Assign each group to one of the following institutions or populations:
Group One: Peers
Group Two: The media—music, television, advertisements
Group Three: Parents and family
Group Four: Religious institutions
3. Ask the groups to develop a 1–2 minute skit that shows how a population or institution gives messages about sexuality. Provide participants with Handout D and ask them to refer to it if they are having a difficult time in deciding what to do. Allow 10 minutes for groups to prepare.
4. After completion, ask each group to present their skit. During each presentation, ask others to observe the messages that are being given in the skit. After each presentation, ask for a volunteer to write the messages given in the skit on a flip chart. Ask the others to add any other messages that were not shown in the skit that come from this population.
5. After all skits have been completed, facilitate a discussion using the following questions:
 - How did it feel to watch these skits?
 - How were the messages from family and religious institutions different from the messages from media sources? How about those from peers?
 - How are messages about sexuality the same for men and women?
 - How are messages about sexuality different for men and women?
 - Why do you think these messages are different?
 - How are messages about sexuality different for youth and adults? For straight people? For attractive and unattractive people? (Note: Youth are exposed to messages starting at a very young age from a variety of sources.)

³ Adapted from *Draft: Group Education Manual*, ACQUIRE Project/EngenderHealth and Promundo, June 2007

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- Why are these messages different?
- What messages about sexuality can be harmful? How?
- What messages about sex can be beneficial? How?
- Are certain messages more influential than others? Which? Why?
- What messages about sex do you want to pass on to your children? Why?
- What have you learned from this exercise?
- How can you apply this in your own lives and relationships?

Handout D: Skit Ideas

Group One: Peers

- Show a group of men talking with each other about sex issues.
- Show the type of advice a man gives another man about sex.
- Show a group of men pressuring somebody to have sex or making fun of somebody for their sex life.

Group Two: The media—music, television, advertisements

- Create a commercial that gives messages about sex.
- Sing a song that gives messages about sex.
- Show a scene from television that gives messages about sex.
- Give a preview of television programming for the evening with brief scenes from different shows that have sexual messages.
- Show a conversation between two people talking about sex in television and music.
- Have a skit where a person makes all of his decisions about sex based on what characters from television shows and/or celebrities would do.

Group Three: Parents and family

- Role-play the different messages about sex that parents give sons and daughters.
- Role-play a parent who is afraid of communicating about sexual issues with his/her children.

Group Four: Religious institutions

- Role-play a sermon about sex from a religious leader.
- Role-play a discussion about sex between a religious leader and a follower of that faith.
- Role-play a television interview with a leader of a faith-based organization that believes that people should not have sex until marriage.

4.5 Want...Don't Want...Want...Don't Want⁴

Objectives

- To discuss variety of reasons why individuals choose to have or not have sex
- To discuss challenges and strategies related to negotiating abstinence or sex in intimate relationships

Time

1 hour and 30 minutes

Materials

Flip chart paper

Markers

Copies of Handout E: Reasons For and Against Having Sex

Note for facilitator

During this activity, some men may be asked to role-play women. This is not always easy for men, and it should be presented as optional (an alternative procedure can be to involve the men in a debate, rather than role-play, based on the scenarios presented). In the case of the role-play, it is likely that some men will laugh during the exercise. It is important to understand how some of this laughter could be due to the awkwardness, or even discomfort, that men feel playing the role of women or seeing other men play the role of women. The facilitator should be flexible to these kinds of responses, and if the moment is appropriate, he or she should remind the participants of earlier discussions about gender roles and encourage them to reflect on why they might respond in certain ways when they see men taking on traditional female roles or characteristics. If time allows, this activity can also be used to have the group role-play the negotiation of condom use in an intimate relationship, or other possible issues such as deciding upon the number of children to have or how to spend household income.

Method

1. Divide the participants into four groups and assign each group a topic of discussion from the table below. Two groups will represent men (M1 and M2), and two groups will represent women (W1 and W2).

Group topics of discussion

M1 Reasons why men **want** to have sex

M2 Reasons why men **do not want** to have sex

W1 Reasons why women **want** to have sex

W2 Reasons why women **do not want** to have sex

2. Explain that the groups (or volunteers from each group) will be paired together to negotiate abstinence and sex. Allow the groups 5–10 minutes to discuss and prepare for

⁴ Adapted from CEDPA: *Choose a Future: Issues and Options for Adolescent Boys and Draft: Group Education Manual*, ACQUIRE Project/EngenderHealth and Promundo, June 2007

the negotiations. They should develop their list of reasons and think about how they would negotiate to ensure that they maintain their position.

3. Ask the first two groups/representatives from the groups to role-play the first negotiation: **Group M1** (men who want to have sex) negotiates with **Group W2** (women who do not want to have sex).

Ask the individuals or groups to negotiate, imagining that the context is an intimate relationship where the man wants to have sex but the woman does not.

4. Ask the last two groups/representatives from the groups to role-play the second negotiation: **Group M2** (men who do not want to have sex) negotiates with **Group W1** (women who want to have sex).

The role play should be conducted in the same way as above.

5. After negotiating, ask the actors how they felt and what they learned from the exercise.
6. In both cases, the facilitators should write on flip chart paper the most important arguments, both in favour and against.
7. Open up the discussion to the larger group, using the following questions:
 - Were the role plays realistic?
 - In which way are these negotiations similar to what happens in real life?
 - What communication strategies were used? Which of these communication strategies were the most persuasive? What are some other communication strategies that could have been used?
 - What makes it easier to negotiate abstinence with an intimate partner? What makes it harder?
 - What are the reasons why a woman would want to have sex? Want to not have sex?
 - What are the reasons why a man would want to have sex? Want not to have sex?
 - How does a man react if a woman asks for sex?
 - Can men ever say no to sex? Why or why not?
 - Can women ever say no to sex? Why or why not?
 - Is it fair to pressure someone to have sex? Why or why not?
 - How can men and women deal with pressure from peers and partners to have sex?
 - Are certain individual's rights less respected when it comes to sexual decision-making in terms of gender, age, or class? Why do you think this is?
 - What have you learned from this exercise?
 - How can you apply this in your own relationships?
8. If the following points do not come up in the discussion, you may want to share them while summarizing the discussion:

People make decisions about sexual activity throughout life. Several factors influence whether to abstain or to have sex.

- In the case of women, the fear of losing their partner or low self-esteem might lead them to accept sex.
- Among men, the decision to have sex might come from peer or social pressure to prove their manhood.
- Furthermore, communication styles, emotions, self-esteem, and unequal power relations all play a role in if and how partners negotiate abstinence or sex.

It is important to know how different factors influence your own and your partner's desires and decisions. It is also necessary to remember that negotiation does not mean winning at all costs, but seeking the best situation for both parties. All individuals have a right to make their own decisions about sex and decide if and when. Under no circumstances should these rights be denied to an individual or should these decisions about sex be made by others. In later SAGE team discussions, we will explore situations when people are denied these rights and potential ways to address these situations of coercion or violence.

Handout E: Reasons For and Against Having Sex

REASONS WHY MEN AND WOMEN HAVE SEX

- To stop pressure from friends/partner
- To communicate loving feelings in a relationship
- To get gifts
- To avoid loneliness
- To prove his/her manhood/womanhood
- To get affection or to feel loved
- To receive and give pleasure
- Believes everyone is doing it
- To hold onto a partner
- For financial gain
- Do not know how to say “no”
- To become pregnant or to become a parent
- To satisfy curiosity
- Nothing better to do
- Media messages make it seem glamorous

REASONS WHY MEN AND WOMEN REFUSE SEX

- To follow religious beliefs
- To follow personal/family values
- To avoid an unplanned pregnancy
- To avoid sexually transmitted infections (STIs)
- To avoid HIV infection
- To avoid hurting her reputation
- Afraid that it will hurt
- To wait for the right partner
- Not ready
- To wait for marriage
- Worried will regret later
- Feel they are too young
- To avoid hurting self or other’s feelings

Module 5: Introducing Gender-Based Violence (GBV)

Topics	Learning Objectives	Time
5.1 Types of GBV	To understand and describe the different types of GBV including physical, sexual, and psychological violence and their root causes	60 minutes
5.2 Power, use of force, and consent	To identify the relationship between abuse of power and GBV To understand that ‘violence’ means using some type of force, which may or may not be physical To understand meaning of ‘informed consent’ and its relationship to GBV	60–90 minutes
5.3 Types of sexual violence	To define sexual violence, including rape, date rape, and incest To explain what someone can do if a person is raped	60 minutes
5.4 GBV case studies	To help members increase knowledge and skills to be sensitive and respond to gender-based violence	60 minutes

5.1 Types of Gender-Based Violence (GBV)

Objective

To understand and describe the different types of GBV and their root causes

Time

60 minutes

Materials

Flip chart/blackboard
Markers/chalk
Masking tape

Note for facilitator

To prepare for the session, draw a simple tree on the flip chart/blackboard that should include roots, trunk/stem, and branches. Keep the drawing simple and leave enough blank space for writing words on the roots, trunk/stem, and branches.

Method

1. Ask the SAGE team members to give some examples of gender-based violence. Stop the discussion when you have five to eight examples, including at least one from each of the three types listed in step 2 below.
 - Examples might include: harassment, rape, domestic violence, sexual exploitation, female genital mutilation, gender-based assault or other physical violence, verbal or emotional abuse, humiliation, discrimination, early or forced marriage, and dowry-related violence. Denial of opportunities and/or services and denial of education for girls are other circumstances that could also fall under GBV but are not included in the official United Nations definition.
 - Some SAGE team members may offer examples that are not GBV, such as child abuse (child-beating that is unrelated to gender issues). If this happens, take a moment to review the definition of GBV and clarify that there are many forms of violence, and that the line between GBV and other types of violence is often difficult to determine. There are similarities in the types of assistance provided to survivors of any form of violence. For our purposes here, however, we are focusing only on GBV.
 - Afterwards read out loud the official definition as printed here below:

In its **Declaration on the Elimination of Violence against Women in 1994**, the United Nations (UN) General Assembly defined gender-based violence against women as:

“Any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women because of being women and men because of being men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. GBV shall be understood to encompass but not be limited to the following:

- a. Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
- b. Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.
- c. Physical, sexual and psychological violence perpetrated or allowed by the state and institutions, wherever it occurs.”

Definition of Violence Against Women and Girls

According to Article 2 of the Declaration on Elimination of Violence against Women (UN General Assembly Resolution 48/104):

“...Violence against women encompasses, but is not limited to the following... physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.”

2. Write the following types of violence on the tree trunk and point out where the examples given in step 1 fall on the tree trunk:

SEXUAL

PHYSICAL

EMOTIONAL-MENTAL-SOCIAL

HARMFUL TRADITIONAL PRACTICES (These are not always gender-based violence, but often times they are.)

3. Explain that this is the GBV tree and that it has roots, a trunk/stem, and branches. The trunk represents the types of GBV.
4. Tell the SAGE team members we will now explore the roots of the tree—that is, the root causes of GBV.
5. Tell SAGE team members that one root cause of GBV is sometimes money. Facilitate a discussion on economic violence. Ask team members if they think economic violence is a problem in their communities. If so, what are its manifestations? What are the consequences?
6. Facilitate a brainstorming session and discussion about the root causes of GBV by continually asking “why” things are—such as, why are girls forced to marry early? For each response to that question, ask why again. All of the answers for each type of GBV help us understand the layers of underlying causes. Write the causes on the roots of the tree. The team may reach the following conclusions as possible root causes of GBV (note: this is just a partial list to provide ideas):
 - Male and/or societal attitudes of disrespect or disregard toward women.
 - Lack of belief in equality of human rights for all.
 - Cultural/social norms of gender inequity.
 - Lack of value of women and/or women’s work.
 - Alcohol/drug abuse.
 - Poverty
 - Lack of availability of food, fuel, wood, water, or income-generation requires women to enter isolated areas.

- Boredom; lack of services, activities, and programs.
 - Collapse of traditional society and family supports.
 - Religious, cultural, and family beliefs and practices.
 - Design of services and facilities.
 - General lawlessness.
 - Lack of goodwill in implementing laws against forms of gender-based violence.
 - Lack of police protection.
 - Political motive, weapon of war, for power/control/fear/ethnic clashes.
 - Retaliation.
 - Inability to control anger.
7. Facilitate a brainstorming session and discussion about the impacts of GBV on women, families, and the community at large. Write the impacts on the branches of the tree. The team may list the following as potential impacts of GBV:

Individual

- Injury
- Disability
- Death
- Unwanted pregnancy
- STIs/HIV
- Gynecological disorders
- Unsafe abortion
- Pregnancy complications
- Depression or anxiety
- Post-traumatic stress disorder (PTSD)
- Sexual dysfunction
- Substance abuse

Family

- Children who witness violence demonstrate high rates of emotional health problems.
- Children who witness violence are more likely to be violent with other people themselves or be more accepting if they experience violence later on.
- Physically incapacitated or traumatized women may be unable to take care of their children.
- Physically incapacitated or traumatized women may not be able to return to work, resulting in a loss of resources for the family.

Community

- Violence prevents women from fully participating in their communities, socially and economically.
- Violence against women in families is closely associated with greater overall violence in the community and society.

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- Greater violence in the community and society undermines overall security in the community.
- Violence against women also has tremendous economic costs for the community, including the direct costs of health, social, and legal services and the indirect costs of lost resources.

5.2 Power, Use of Force, and Consent

Objectives

- To identify the relationship between abuse of power and gender-based violence (GBV)
- To understand that the term ‘violence’ in the context of GBV means using some type of force, which may or may not include physical force
- To understand the meaning of ‘informed consent’ and its relationship to GBV

Materials

Flip chart/blackboard
Markers/chalk
Masking tape

Time

60–90 minutes

Method

1. Tell the SAGE team members that in this session we will explore the meaning of three important concepts behind the term ‘gender-based violence.’
2. On the blackboard or flip chart write the word POWER.
3. Ask the group: What gives someone power? Write their responses on the flip chart.
4. Discuss various types of power. Ask for some examples (without names) of people who have power in the world, in the community.
5. Explain that GBV is about abusing power. Whether the power is ‘real’ or perceived, the victim of the abuse believes the power is real.
6. If the SAGE team leader used a flip chart, he/she should hang the POWER flip chart nearby, where it can be seen and referred to later in the session.

Power. Perpetrators (those who use force) can have “real” or “perceived” power. Power is directly related to choice. The more power one has, the more choices available. The less power one has, the fewer the choices available. Some examples of different types of power and powerful people:

- Social—peer pressure, bullying (leader, parents).
 - Economic—the perpetrator controls money or access to goods/services/favours (sometimes husband or father).
 - Political—discriminatory laws or policies (elected leaders, president of Kenya).
 - Physical—strength, size, use of weapons, controlling access or security (soldiers, police, robbers, etc.).
 - Age-related—often, the young and elderly people have the least power.
7. On a new blank flip chart or blackboard, write the word VIOLENCE.

8. Ask each SAGE team member to take a piece of paper and write two words or phrases to describe what we mean by 'violence' when we are talking about gender-based violence. Or alternatively, give them opportunities to contribute without writing down their views. This is an individual activity, not group work. Allow a few moments for everyone to think over their descriptions/write their two words or phrases.
9. Go around the room, one by one, asking each member to give or describe ONE word or phrase that comes to mind. Put the words down on the flip chart/blackboard or stick the written ones on the wall. Keep going around until you have everyone's words posted.
 - This should be a very quick exercise; ask SAGE team members not to repeat things that others have already said.
 - Team members usually give a combination of examples of types of violence as well as some definitions of the word 'violence.' Write all of them down.

Violence

- Social or economic force may involve coercion or pressure. Force also includes intimidation, harassment, threats, persecution, or other forms of psychological or social pressure. The targets of such violence are forced to behave as expected or to do what is being requested, for fear of real and harmful consequences.
- The use of physical force or other means of coercion such as threat, inducement, or promise of a benefit to obtain something from a weaker or more vulnerable person.

Violence/use of force. GBV involves some type of force, including threats and coercion. Force is not always physical force. Using the word 'violence' implies physical violence, but the meaning is broader than that.

Human rights. Acts of GBV are **violations of fundamental human rights.**

10. On a third sheet of flip chart paper, write the word CONSENT.
11. Ask SAGE team members to (a) define or describe CONSENT and (b) give examples of when consent is needed. Write answers down in two columns on the flip chart paper.

Consent

- Consent means saying "yes," agreeing to something. Informed consent is based upon a full appreciation and understanding of the facts and implications of any actions.
- Acts of gender-based violence occur without informed consent. Even if she/he says "yes," this is not true consent because it was said under some kind of force.
- Children (under age 16 years) are deemed unable to give informed consent for acts such as female genital mutilation, marriage, sexual relations, etc.

Informed consent. Acts of GBV are characterized by the **lack of informed consent.**

12. Stand back from the flip chart/blackboard and facilitate a discussion to call out the key discussion points. Clarify any confusing points, and cross out any words or phrases that members agree do not belong on the list. Ask the following questions to start:
 - What kind of power do women have in this community?
 - How does their power help them to make choices in this community?

5.3 Types of Sexual Violence

Objectives

- To be able to define sexual violence, including rape, date rape, marital rape, and incest
- To explain what someone can do if a person is raped

Materials

Flip chart/blackboard
Markers/chalk
Masking tape
Copies of Handout F: Rape, Date Rape, and Incest

Time

60 minutes

Method

1. Ask the SAGE team members the following questions, allowing for additions from other participants and discussion of each question:
 - What are some examples in your community of sexual violence?
 - What are some of the causes and consequences of sexual violence?
 - What is incest?
 - What can a survivor do if he or she is a victim of incest?
 - What is rape?
 - What should a survivor do if he or she is raped?
 - Can anything be done to prevent getting HIV if one is raped?
 - Can anything be done to prevent pregnancy if one is raped?
2. After discussing all the questions, review the information below with the group.

Notes on sexual violence

For many girls, sex is not a matter of choice. Many girls are forced to have sexual relations. They may have sex in exchange for good grades, pocket money, or gifts; are beaten if they refuse to have sex; or sell sex in order to survive. Both boys and girls need to know that their sexual organs are private. Nobody should touch them without their permission.

Sexual violence includes the use of sexual contact by one person to another against his or her will.

Sexual violence causes physical and emotional damage. It can cause serious injuries, emotional problems, unwanted pregnancy, and infection with sexually transmitted infections including HIV. The most important things to always keep in mind when dealing with a survivor of gender-based violence are:

- Respect for the wishes of the survivor
- Ensuring the safety of the survivor
- Ensuring confidentiality for the survivor

Defilement is defined by Kenyan law as when someone has sex with a child below age 14 with or without his or her permission. Often young children are the victims of incest. Incest is when a young person is forced to touch, kiss, feel the sex organs, or have actual sexual intercourse with a relative. Because of the older person's more powerful position in the family, he or she may be able to force the child into doing sexual things without actually having to use physical force. These crimes are never the fault of the survivor.

Rape is defined by Kenyan law as having sex with a woman or girl without her permission; this may involve violence.

Date rape means a rape that happens between individuals who are in a relationship or who know each other.

Marital rape is any case where someone uses violence, including the threat of violence, to force their wife or husband to have sex.

If someone has been raped they should go to a health facility immediately for treatment. They can also use emergency contraceptives (EC) to prevent pregnancy within 72 hours, and post-exposure prophylaxis (PEP) to prevent HIV infection.

Who commits rape?

- Not all rape is committed by men.
- A man or woman can be raped by a member of the same sex.
- Most rape is committed by men against women.

Rape, whether by a stranger or an acquaintance, is an act of aggression and violence that uses sex to dominate and show the victim that the rapist has power. Books and movies often suggest that women are turned on by the force of rape and may even fall in love with the rapist. But a person who is raped never experiences the act itself in a positive way, even in a date situation in which the beginning of the sexual encounter was pleasant.

Alcohol and/or drugs are often involved when acquaintance/date rape occurs. Being drunk or high makes people less able to set clear sexual boundaries and less inclined to listen to, or abide by, those boundaries.

3. Share Handout F and review it with the group.

Handout F: Sexual Violence

If you know someone who has experienced sexual violence, you should encourage them to go to a hospital or health centre, and offer to escort them. At the hospital, they may have a medical examination, have their injuries treated, and receive counseling. If a woman or girl of reproductive age has been raped they can use emergency contraceptives (EC) to prevent pregnancy within three days. They can also get medicine to help prevent HIV infection. These medicines are a combination of antiretroviral drugs that are taken for 28 days. Both medicines should be started as soon as possible.

If the survivor wishes to pursue police and legal action against the perpetrator(s), this should be supported. However, no one should be informed of the abuse unless the survivor gives consent. Great care must be taken to ensure that the survivor is not exposed to increased risk of more violence, trauma, or social consequences due to actions taken after the incident.

What to do if raped...

Remember! No matter what the circumstances, you have the right to choose when, with whom, and how you want to be sexual. Under no circumstances is rape the fault of the person who is raped. Sometimes you can do everything right or just happen to be in the wrong place at the wrong time and end up being abused or raped. If you are raped, get help immediately. Go to someone you trust, and do not feel guilty. **IT IS NOT YOUR FAULT!!**

- Talk to a trusted adult or friend.
- Go to the nearest hospital or health facility for medical examination and treatment.

If legal action is desired by the survivor, the following steps should be taken:

- Do not shower. Do not wash your clothes including underwear. A doctor should confirm the rape, and obtain evidence. A Post Rape Care (PRC1) form should be completed in duplicate at this time. A PRC1 form allows the P3 form to be completed effectively because it contains all clinical notes. You should be given the original PRC1.
- Take the PRC1 to the police station where a report is entered into the Occurrence Book (OB). You will be given a P3 form, which should be free of charge. An OB number should be given to you. Carry the clothes worn at the time of rape separately. If physically hurt, the police should be asked to visit the health facility with a P3 form to record the crime.
- The police should record your statement and that of any witnesses.
- Sign the statement when you are satisfied with what is written.
- Take the P3 form to be completed by an authorized health worker based on the PRC1 form. Survivors outside Nairobi should go to either a government district or provincial hospital. The P3 form does not need to be completed immediately. This can be done later after the medical evaluation is completed.
- Identify the accused for arrest and attend court when the accused is charged.

5.4 GBV Case Studies

Objective

To help members increase knowledge and skills to be sensitive and respond to gender-based violence

Materials

Flip chart/blackboard

Markers/chalk

Masking tape

Sheets of paper or cards with the stories below written or printed on them

Copies of Handout G: Sexual Abuse and Family Violence Scenarios: Helping Tips

Time

60 minutes

Method

1. Ask for a volunteer to read Scenario 1.
2. After each story is read, facilitate a discussion about what the story's character should do. Allow several team members to share their ideas about how to solve the problem before having the next story read. Be sure that after the group shares their ideas, they come to agreement on good advice and possible ways of helping the person(s) facing gender-based violence.

Scenario 1

All night Katso had been listening to her stepfather yelling and slapping her younger brother, Magongo. "He picks on Magongo all the time, but this is different," she thought. She noticed last weekend that Magongo had several bruises on his face and she wondered what happened, but her mother said "nothing" when she asked. Tonight there has been so much yelling, and poor Magongo was screaming and crying. Katso was scared because she didn't want Magongo hurt. She didn't know what to do. She decided to get help.

Scenario 2

Marere started crying softly after her father left her room. She felt like she always did when he came into her room and touched her—she wanted to die. He would always do the same things that he had been doing since she was nine. She hated it and always felt so dirty and disgusted with herself when he left. He told her that it was her fault and that she made him do these things. He also told her that if she told anyone, she would be made to leave the family. Marere had thought about telling her mother, running away, or killing herself. But she was always too scared to do anything but lie in her bed and pretend she was asleep. She was so miserable. She wanted help. What should she do?

Scenario 3

Clara wondered all the way home what she should do. Boniface had forced her to have sex with him and she had told him over and over again that she didn't want to. He said it

was her fault for kissing and touching and letting him get so turned on. He said she wanted it, too, and besides, it was her place to please him. Afterward, she had felt numb and only stopped crying when he finally told her he loved her, but she felt no love, not anymore. She felt hurt, used, and betrayed. Would anyone care that he had made her do this? Would anyone believe she had told him no? He said it was her fault. Was it? She wanted to talk to someone so desperately, but she couldn't bear to tell any of her friends. What would they think of her? What should she do?

Scenario 4

Kazungu heard the sounds again. He knew what was going on. His mother's friend, Katana, had come in around 9 o'clock and he had already been drinking. Kazungu's mother had given Katana food and another beer. Kazungu always got angry when he watched his mother try to please this crazy man.

Now it was almost midnight and he knew what was happening. He knew where his mother's last split lips and swollen eye came from. But he didn't know what made the most sense, whether to go in there and break it up, or to plead with his mother in the morning to leave this guy. Only tonight, things sounded worse than usual. Kazungu was really worried about his mother.

He thought about the police "hotline" he had read about in the newspaper the other day. Would they have any ideas?

Reference notes:

Survivor

- Survivor is the preferred term for a person who has lived through an incident of gender-based violence.
- The word "victim" paints a picture of someone who is weak, sick, small, crying, and unable to function in the world. It is a sad, disempowering word.
- The word "survivor" gives an impression of someone who stands straight and tall, uses eye contact, walks with confidence. It is an empowering word.

A perpetrator is a person, group, or institution that inflicts or supports violence or other abuses against persons or groups of persons.

For any incident of GBV, there is a survivor and a perpetrator. Therefore, all efforts and actions in prevention should address both the survivor and perpetrator.

Handout G: Sexual Abuse and Family Violence Scenarios: Helping Tips

Scenario 1: Katso and her stepfather

Katso needs to get help immediately. She should go to a neighbour's house. Her stepfather will be angry but someone might be able to help her brother. Once the immediate danger is past, the family may need counseling, and Katso's mother may have to separate from the stepfather to keep her children safe.

Intervening in an abusive situation like this is always difficult. However, many children are in danger of abusive parents and other adults. They need to get help immediately. Calling a neighbour or the police to stop a parent from abusing a child may save a life.

Scenario 2: Marere and her father

Marere is in a very difficult family situation. Since her father has been abusing her for so long, Marere may feel like she has given permission for the sexual contact, and she may be too embarrassed to tell anyone. Her father may even argue that Marere likes what he does to her. As her father, it is illegal for him to have sexual contact of any kind with her. He has been forcing her to have sex against her will, even though he hasn't used a weapon or physical force. Giving in to unwanted sex out of fear is not giving consent.

Marere should talk to a trusted relative, counselor, teacher, or child-rights protection officer who can suggest a safe place for her to go to report the abuse. Several things may happen: Marere's father might stop the abuse as soon as it is reported and he is confronted with his abnormal sexual behaviour; he might go to jail, or Marere might go live with a relative for a while. She may receive counseling to help her deal with some of the anger, shame, and sadness she feels.

Scenario 3: Clara and Boniface

She may not think so, but Clara has just been raped and she can do something about it. Forced sex of any kind is called rape. Even though Boniface was Clara's boyfriend, he had no right to force her into any kind of sexual act and she can have him arrested. It is up to her to decide whether she wants to prosecute Boniface. Only about 1 in 100 rapes is reported—but it is an option. Not reporting rape or sexual assault may encourage the perpetrator to do it again. Women always have the right to refuse any kind of sexual contact, regardless of the nature of the relationship or the situation they are in.

Scenario 4: Kazungu and his mother

Like Kazungu, some children witness family violence. Research shows that such children often grow up with deep psychological scars, even when they have not been abused. Kazungu should act immediately by getting help for his mother, who is in danger and appears powerless to stop the battering. Kazungu's mother's life is at risk, and he should get out of the house for help. He can ask relatives or neighbours to go back to the house with him, even if it may be embarrassing to show what is happening. He should not try to stop the fight himself as he might get hurt or hurt Katana more than he wants to.

Module 6: Responding to Gender-Based and Sexual Violence

6.1 Preventing and Responding to GBV

Objectives

- To increase ability to identify strategies to prevent gender-based violence in the community
- To increase knowledge about responses to GBV in the community

Materials

Flip chart/blackboard
Markers/chalk
Masking tape
Copies of Handout H: Resources for Survivors

Time

60 minutes

Method

1. Split the SAGE team into small groups of about 3-5 members each.
2. Instruct small groups to work together through brainstorming and discussion to identify possible ways of preventing GBV in the community. Tell them that this is a group activity, to be presented and discussed by the rest of team members. The team members have 30 minutes to do the assignment and another 30 minutes to report and discuss issues arising from the presentations.
3. Regroup and allow each team to make their presentations.
4. After all presentations, the SAGE team leader should summarize the major points.
5. Ask team members to discuss in a group how community members can address situations of GBV. When should the community intervene? Where can survivors go for help?
6. Provide the list of resources (Handout H) for survivors.

Handout H: Resources for Survivors of Gender-Based and Sexual Violence

This section is meant to provide information to the scouts (and the scout leaders) and anyone you know in the event that they suffer from any form of gender-based violence. Please note that this list may not include all the places that you can go to seek help. Always remember that it is never your fault when you experience violence.

Institutions that one can contact in Kenya:

Coalition on Violence against Women (COVAW)

P.O. Box 10658-00100

Nairobi GPO

Tel: 254-20-3874357/8

Email: info@covaw.or.ke

Federation of Women Lawyers (FIDA Kenya Chapter)

Mombasa Office

Kizingo East Road, Next to Lakeside Apartments, Off Mama Ngina Drive.

P.O. Box 80687-80100

Mombasa, Kenya

Tel: 041-2224500

Fax: 041-2224492

Email: info@msa.fida.co.ke